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ABSTRACT

China and Vietnam currently face excessively high population growth rates. Both countries have recently introduced population education programs, but, for a variety of internal reasons, they are at different stages of development. Since 1980, the Chinese have made progress in experimenting with and implementing new programs, but the Vietnamese are still at the planning stage and population education has not yet received a priority rating in curriculum innovation. Nonetheless, like China, Vietnam has received extensive grants from the United Nations Fund for Population Activities to foster demographic studies, census and statistical activities, and the development of contraceptive strategies and medical research for family planning programs. In Vietnam, there is little support for the introduction of a discreet new course in population at the high school level, but exploration is underway to develop a thematic approach incorporating demography into already existing courses. In 1982, Hanoi established the Commission on Popular Education to generate policy recommendations and to administer development and implementation. In China, population education was introduced to selected high school and middle school students in the 1980s. The Beijing Institute of Education has designed a textbook, "Population Education" which rigorously promotes the concept of the One Child Family as the social and national ideal and is intended to be discussed and read eventually by the general public. (KH)

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CHINA-VIETNAM:

NOTES ON POPULATION AND THE DEVELOPMENT OF SCHOOL PROGRAMS FOR POPULATION EDUCATION

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CHINA-VIETNAM: NOTES ON POPULATION AND THE DEVELOPMENT OF SCHOOL PROGRAMS FOR POPULATION EDUCATION

STEWART E. FRASER

INTRODUCTION

In a general overview of the population situation of China and Vietnam, two countries with a variety of social and cultural similarities, as well as a number of political and economic dissimilarities, there is mutual benefit in both analysing and contrasting their population policies as well as comparing the recent development of school programs in population education. However, for reasons of space considerations these notes focus primarily on the recent introduction in China and in Vietnam of population education programs. These are programs which are still in the process of development and are an indirect response to somewhat dissimilar demographic realities in both China and Vietnam.

Population policy formation in both countries and innovative curriculum development is dependent in part on the importance placed on evaluating and disseminating demographic information in its fullest context.[1] However, the general availability of basic population facts, open and public discussion of and a vigorous, wellnigh coercive campaign to reduce birth rates, is certainly far more prevalent in one country (China) than the other (Vietnam).

The fullest awareness of the population problem in China has been translated into curriculum considerations as a result of pedagogical research and school experimentation in various parts of China during 1981 and 1982. Vietnam in contrast has done much less to publicise effectively its current population situation, and excessively high growth rates. The response in curricula terms on the part of the Ministry of Education in Hanoi has been much more cautious in spite of a population growth rate that is not quite double the rate currently recorded in China. Before looking at the current state of population education programs in these two countries it is useful to consider some of the main factors which make up their demographic realities.

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DEMOGRAPHIC REALITIES

While both countries share a common 1000 kilometer long contiguous border, perhaps more importantly they also evidence a number of continuing and interrelated cultural traditions. A multitude of historical ebbs and flows are reflected in various political and economic relationships concerning political suzerainity, commercial and trading patterns as well as intellectual and cultural exchanges. These are certainly well recorded during the past millennium and have included the movement of both armies for the pursuit of military and political gain as well as the migration of people as traders or settlers seeking to improve their living standards. But it is rather the current concern of both economic planners as well as statistical demographers, as to the future shape, size, distribution and growth patterns of population in their respective countries, which occupies the attention of governments in both Vietnam and China today as they approach the end of the present millennium. China appears to have every likelihood of having to support a population of at least 1200 million, and Vietnam some 75 million by the year 2000. These projections are based on the current population figures of 1030 million for China (excluding Hong Kong, Macau and Taiwan) derived from the 1982 census[2] and 58 million for Vietnam, estimated for 1983 and based on the 1979 census[3] with appropriate incremental additions.

The population growth rate for China is currently estimated to be 1.4% per annum and Vietnam 2.2% per annum, with both countries recording undoubted internal regional differences. The obvious gross size disparity between the populations of China and Vietnam are possibly of somewhat lesser importance than a consideration of the considerable internal differences in population growth within both countries. In Vietnam this is reflected in the annual growth rates and greatly differing family size as between northern and southern Vietnam. The annual natural population growth rate in the northern provinces approaches 1.7% and in the southern provinces it is approximately 3.5%.

In addition there are certainly regional population growth differences of significance within China, not to mention rural-

urban differences. The variations are currently of the approximate natural growth order of 1.0% annually in Sichuan, China's most populous province and one labelled a 'model birth control province' and a 2.5% annual natural growth in Guangdong with its high levels of fertility and poorest birth control record of all China's 29 provinces.

Population policy in China is currently, certainly since 1979, focusing predominantly on a major theme namely the promotion of the 'one child family' program, however this is not necessarily to the exclusion of other measures to encourage a lowering of the birth rates namely late marriage and delayed childbirth. In strong contrast Vietnam still eschews two as an ideal family size with more than three to be merely 'discouraged'. These still somewhat generalised goals of family size ideals are given priority with a firm, but not obsessive encouragement of both late marriage and delayed childbirth. The continual improvement in health, especially of mothers and children, in both Chinese and Vietnamese societies, remains as an over-riding policy priority as does the target of involving the elusive male in a more responsible family planning role and becoming a fuller partner in the development of the so-called 'ideal family unit'. However, in China, certainly since 1982, the single child must 'other things being equal', now receive priority medical health and educational treatment over multiple child families.

Both countries have significant ethnic minorities (China nearly 6.7% and Vietnam about 4%) and both governments vary their official national policy respectively of strict family size limitation when compared to targets laid down for Han (Chinese)[4] majorities and Vinh (Vietnamese) majorities. Both countries are cognisant of the social and political sensibilities of large numbers of minority ethnic peoples mostly populating the border areas of their respective countries. China and Vietnam are the homes for large ethnic minorities which share a common border with each other including large minorities such as the Miao and Yao.

China has enjoyed virtually some thirty years of relative peace on both the international and domestic front. In contrast Vietnam has had for the same period a well recorded history of internal turmoil,

civil war and international conflicts with a series of countries including France, the United States and her allies, and then more recently China and Kampuchea. Vietnam, still in some ways a divided country, has been left a legacy of conflicting attitudes, varying policies and uneven programs concerning population control and family planning as it has in the sphere of land ownership, business and trade, not to mention ideologically differing attitudes towards education, schooling and technological development. Some of these problems have only been partially solved since the political unification of the country in 1975.

In contrast China has enjoyed relative international tranquility, except for its border clashes with the Soviet Union in 1966 and its shortlived military excursion into Vietnam in 1979. Apart from the unease caused by nearly a decade long cultural revolution from 1966-75, China has suffered modest internal or domestic upsets during the past thirty years. These disturbances theoretically could have seriously interfered with implementing a carefully considered and long term population policy. However, China has instead vascillated until more recently in developing and sustaining long term national population policies and integrating sound family planning programs with all other sectors of government activity. Since the mid 1950s no less than four major attempts in starting up national birth control programs have been undertaken. The last commencing in 1979-80, being the most critical and controversial as it focuses on implementing nationwide a one child family policy. [5]

Vietnam, on the other hand, has been a politically divided country, certainly for over 20 years from 1954-1975. In the northern provinces a modestly articulated plan for population limitation was first considered in 1960 and then only partially implemented during the mid-1960s. [6] The former South Vietnamese government in the last two years prior to the fall of Saigon in May 1975, was giving some thought to considering rapid population growth as a serious economic problem rather than merely as a social and cultural phenomenon. [7] Both governments, in the north and south were constrained, for somewhat different reasons, in developing thorough going population limitation policies because of over-riding manpower and military considerations

imposed by the continuous civil conflict complicated by extensive foreign involvements. In simplistic terms China has had ample opportunities during the past two decades to develop adequate and cohesive population policies, luxuries which have been somewhat denied the Vietnamese with their recent history of internal and external conflict. Perhaps the differing degrees of social stability prevailing in the two countries is startlingly contrasted when reference is made to the male and female imbalance within the two populations. In China the 1982 census revealed an overall imbalance of the sexes in the ratio of males 106 to females 100 or 51.5% males and 48.5% females (with more pronounced imbalances at the infant and early childhood age groups). On the other hand the Vietnamese figures based on the 1979 census would suggest a ratio of males 94.2 to females 100 or 47.1% males and 52.9% females (with greater imbalances at the 20-40 year age groups). The higher percentage in 1982 of males overall in China was revealed in almost the same proportions as those recorded at the 1955 and 1964 census. Chinese demographers would argue that this imbalance is a phenomenon characteristic of Chinese and many Asian populations and well recorded over many years. In China's case the introduction of the new government policy of promoting a one child family, certainly since 1979, may well have important demographic implications for the future especially if female infanticide continues to grow.[8] Since 1981 it has apparently been an increasingly better documented occurrence and has provided considerable public discussion. In contrast the Vietnamese male-female imbalance is considered as a direct reflection of the war and the special kind of military activity which involved, particularly during the decade 1966-1975, the movement of young males from north to southern and central highland areas of conflict. The border conflict with China in 1979-80, and the continuing military involvement in Laos and Kampuchea will add to male deaths and continue to influence the demographic imbalance particularly as it affects young males in the age bracket 20-35.

POPULATION EDUCATION-DEMOGRAPHIC STUDIES

Any consideration of demographic studies and population education, as suitable subjects for inclusion in tertiary and secondary school programs, would suggest that both China and Vietnam in 1979 were

almost on an equal footing. There was little evidence of major interest in considering the topic from either a political or pedagogical viewpoint. However, three years later the Chinese have made progress in experimenting with and implementing new programs. The Vietnamese in contrast are still at the planning stage and population education has not as yet received a priority rating in curriculum innovation.

The United Nations Fund for Population Activities (UNFPA) since 1980 has been interested in helping both countries consider the need to introduce formal education programs in schools, colleges and universities.[9] It is now accepted government policy in the respective Ministries of Education in China and Vietnam to progressively initiate integrated programs of studies, and develop curriculum guides as well as to train teachers, for various educational levels, in population education and family planning instruction. This point is well exemplified by the participation of population educators from both China and Vietnam in the latest of the various regional UNESCO sponsored Population Education Conferences which was held in Bangkok from 11-18 October, 1982.[10] Both countries are the recipients of extensive grants in aid to foster demographic studies, census and statistical activities, as well as developing contraceptive strategies and medical research for family planning programs. The Vietnamese census of 1979 and the Chinese census of 1982 were both largely underwritten by a series of UNFPA development contracts with support ranging from an extensive input of computer technology to the provision of census design and evaluation techniques supported by international consulting professional staff. The UNFPA agreements to assist in census activities in both countries were predicated on the introduction of demographic activities which included both birth control studies for an 'out of school' population and an 'in school' program for development of population education in secondary schools.

POPULATION EDUCATION STRATEGIES FOR CURRICULUM DEVELOPMENT

In regard to the initiation and development of population education courses the concept of 'program integration' varies from country to country, especially in the development of curriculum and materials. In general, population education has been integrated with development programs following either one or a combination of the

three major approaches described below. The Bangkok Population Education Conference of October 1982 gave for the first time senior education ministry officials from both China and Vietnam an opportunity to consider the benefits and disadvantages of various curricula approaches tried out in some eleven other Asian nations. They were introduced in detail to the various techniques used with varying success in countries such as Thailand, Philippines and Korea namely:

i) Discrete or individual course approach where:
A separate course on population education has been initiated and such a course has been made an integral part of the curriculum of ongoing development programs (e.g. Bangladesh, India and the Philippines).

ii) Admixture-Infusion approach where:
The relationships between population issues and the quality of life of the individual, the family and the community is stressed (e.g. Afghanistan, India, Nepal, Pakistan, the Philippines and Thailand).

iii) Problem or Thematic Discussion Core approach
This approach differs from the discrete course and admixture strategies and neither advocates the infusion of population education concepts into other disciplines nor does it form a discrete unit within any other discipline. Instead, the advocates of the problem approach identify common areas of interests and pedagogical needs of various categories of specific audiences. They utilise predetermined sets of relevant population education concepts and translate them into a series of learning activities and prepare appropriate teaching/learning materials. All of these materials can then be compiled in the form of teaching modules or curriculum guides referred to as 'thematic core instructional units'. [11]

VIETNAM

> *In short within the formal education system, population education was not systematically developed. It does not have clearly defined objectives, rational sequence and clear strategies. Problems such as planning, training, research and evaluation as well as documentation, etc., were not properly given*

importance. The main problem at present is to develop a good population education programme and try to carry it out actively. Anyway, some population related elements have been covered in the existing general education curricula, and this should be considered as initial input for the development of an effective population education programme.

Nguyen Duc Minh,
First Deputy Director, National Institute of Educational Science,
Head, Commission on Population Education
Ministry of Education, Hanoi,
October 1982 12

In Vietnam at the senior high school level the introduction of a discreet 'new course' to openly compete with a somewhat inflexible list of academic and traditional offerings is not currently favoured. Instead exploration is presently under way to develop a problem or thematic approach incorporating what is termed 'demographic realities' in courses such as geography, science-biology, mathematics and political studies for the last two years of the senior secondary school level.

Because the program in Vietnam is still under development, there is little to report on actual programs implemented in the schools. However, during visits with Ministry of Education officials in Hanoi and Ho Chi Minh City in November 1982, and again in May 1983, the author was appraised of the curriculum planning workshops and teacher training programs which were to be conducted during the school year 1983-84. There was obvious concern expressed at the difficulties being encountered by Hanoi in persuading both provincial school authorities and senior teachers in the secondary schools especially in the southern provinces as to the importance and place of population studies in the curriculum. The curriculum is already undergoing reforms but still has difficulties in coping with 'political-ideological forces' advocating technical-vocational interests and needs, and 'those teachers' who incline to more academic programs leading to advanced training or alternatively to tertiary education.
Following the first official workshop on population education to be held in Vietnam (14-19 August 1982) a Commission on Population Education at

the Ministry of Education was established in conjunction with the National Institute of Educational Science . The Commission was instituted to follow up specific recommendations of the population workshop namely:

(1) Recommends to the Government that a National Population and Family Planning Commission should be established to take care of all population activities in Vietnam. Members of this commission are representatives of related Ministries and Agencies such as the State Planning Committee, General Statistical Office, Ministry of Health, Ministry of Education, Ministry of Labour, National Womens Association, Youth Union, etc.

(2) Recommends to the Ministry of Education:

a) to submit to the Council of Ministers and the Central Commission on Educational Reform the decision to introduce population education into school programmes at all levels (from primary up to university levels). This should be considered as an indispensable component of the educational reform;

b) that within the Ministry of Education, the Commission on population education, which has just been set up, be assigned the task of helping the Minister to guide the research, training and curriculum development in population education;

c) that concrete assignment for each department, for the National Institute of Educational Science and for the Teacher Training College I in carrying out the population education programme should be decided soon;

d) that with the assistance of UNFPA and Unesco Regional Office for Education in Asia and the Pacific, the Ministry of Education should continue to develop co-operation with other countries which have introduced population education programmes into all educational systems some ten years ago. In this, special emphasis should be paid to the training abroad of young specialists in demography; in general, and population education, in particular;

e) that the National Institute of Educational Science together with the Commission on Population Education of Ministry should develop a programme of follow-up activities for school year 1982-1983 and the years to come, especially they should prepare carefully for the National Training Workshop on Population Education to be organized in November this year;

f) that the propaganda through mass-media on population education should be intensified. 13

While an administrative framework has now been established to develop programs and some of the recommendations are being gradually implemented progress can best be characterised as 'deliberate'. This is frankly summed up by Dr.Nguyen Duc Minh,Head of the Commission on

Population Education, who noted in his presentation to a regional workshop on population education (Bangkok, October 1982) that:

> The most urgent need for us now is to develop a national population education programme in the formal as well as non-formal sectors. In this aspect we still lack experience, hence our desire to study and share of experiences on population education with other countries in the region, which have launched population education programmes some ten years ago. To be able to meet all of these needs, it is very important for us to have the full support from UNFPA and from the Unesco Regional Office for Education in Asia and the Pacific. [14]

CHINA

> *At present, there are 1,270,000 or more youth studying in China's colleges and universities; 50,000,000 in middle schools and more than 143,000,000 in elementary schools. The total number of them is 200,000,000 or 20 per cent of the total population. Therefore, it is highly significant and absolutely necessary to conduct population education among them so as to enable them to understand what is the correct viewpoing on population, the world population situation, the existing population problems as well as the policies being pursued in China.*
>
> * * * * * * * *
>
> *Population education in secondary schools is just beginning in China. It will take a great deal of work to extend population education to all secondary schools. There is still the problem of how to carry out the population education and the research work on the theories relating to population education, within the school system (primary, secondary and tertiary) and outside the school system. Our responsibility is great and the road is long, but we have very good prospects.*
>
> *Sun Dongtan,*
> *Director, Population Education Studies,*
> *Ministry of Education, Beijing*
> *3 September 1982* 15

During the mid 1970s the general question of 'population as a topic of concern' was first introduced into Chinese secondary schools, and the Premier Zhou Enlai even suggested that students should be carefully exposed to the topic of social hygiene especially during the years of puberty. Units including 'A knowledge of basic hygiene during puberty' was then offered in lower middle schools through physiology

and hygiene units in the science courses and later a set of lectures, on both 'late marriage' and 'family planning knowledge' was incorporated into the senior middle school grades. By 1978 these topics had been further formalised and incorporated into the basic 10-year curriculum for full time primary and secondary schools. The Ministry of Education in 1980 in a further related step, signed with the United Nations Fund for Population activities (UNFPA) a project agreement to develop population education activities for middle school teachers and students.

After various surveys were undertaken by the Ministry, in 1980, to determine the interest by students and staff in human relations, marriage and family formation topics, it was decided to replace the previous somewhat uncoordinated curriculum on hygiene, late marriage and family planning with a new and more comprehensive curriculum based on current concepts relating to population education.

Population education as a new subject was introduced for the first time in China, to selected senior high school students in 1981. The still experimental weekly program (commencing with the academic year 1981-82) of sixteen class periods per term is still in the course of trialling in some 114 senior middle school grade two classes in the capital, Beijing, as well as ten key or model schools in other cities in China such as Taiyuan, Chengdu and Shanghai. [16]

The course, a novel one of particular relevance to the Chinese scene, generally accords with UNESCO's officially stated rationale for introducing population education into school programs especially in developing countries facing population growth problems. In 1970, at a major Asian conference on the subject held at UNESCO's Population Education Centre, Bangkok, educational officials from throughout Asia, defined population education as an 'educational program which provides for the population situation in the family, the community, nation and world with the purpose of developing in the students rational and responsible attitudes and behaviour towards that situation'. [17] This is a definition which a decade later, was utilised as the basis for initial discussions between the UNFPA and the government regarding the possibility of curricula introduction.

The Ministry of Education in Beijing, with the assistance of the United Nations Fund for Population Activities (UNFPA) sent a team of senior officials and curriculum specialists in 1981 to the Bangkok Population Education Centre. The primary goal of their tour, sponsored by UNESCO was to study the 'new subject with a view to introducing it, after suitable materials had been developed, to Chinese middle schools'.[18] Their visit has indirectly resulted in a new course being introduced, (1982) albeit only on an experimental basis, and still being trialled in the senior classes of Beijing's high schools prior to eventual introduction throughout China. The new course, 'Population Education', includes units on, fundamentals of Marxist population theory, population growth and ecological balance, the history of population growth both in China and the world, the relationship of population growth and the four modernisations, basic principles of birth control, population forecasting and population planning.

The Beijing Institute of Education (BIOE), the in-service training centre responsible for upgrading the capital's secondary teachers, has established a new Population Education Research and Curriculum Unit with Professor Hu Wei Weh, a well known teacher of economics, to lead a team, including geographers, biologists, and political scientists, to design an appropriate curriculum, teaching materials and students' texts.[19] The Institute's first publication (1981) simply entitled Population Education, a 57 page illustrated text, has recently been distributed and is now available on a restricted trial basis with some 30,000 copies for experimental use only. The availability of such a novel but topical course in high school as well as the production of sexually explicit material, previously considered sensitive and certainly controversial, introduces and integrates ideas from a number of social science fields. It is unlikely that such a frank textbook could have been published during the past decade, certainly not during the Cultural Revolution.

The United Nations Fund for Population Activities (UNFPA) has contributed significantly during the past three years to the development of population studies and demographic research within China. It has assisted with research, computer studies and personnel training in regard to the conduct of the 1982 census. In addition, it has trained

demographers and assisted in the establishment of new Population Institutes at ten key universities located in various parts of China.[20] A continuing series of travel and training grants, awarded to the Ministry of Education, by UNFPA will help ultimately in introducing population education into the high school curriculum. They are logical steps in a plan to assist Chinese teachers in informing their students scientifically concerning a variety of theoretical topics and practical problems which are now facing China. During the period 1980-1982 nearly US$500,000 has been allocated specifically to provide for a variety of population education activities as well as overseas studies. For example, the UNFPA program for high schools 1982-83 earmarked funds for the training of some 8000 teachers in a series of month long workshops, ten-day orientation courses for administrators, the development of modern audiovisual facilities and reference materials for ten teacher training institutes, the production of instructional materials for ten key or pilot middle school programs, and the development of a revised middle school curriculum including such fields as biology, geography, hygiene, physiology and political study.

The new text book Population Education explores frankly the many familial problems which will undoubtedly confront China's children in the immediate generations to come. The new course of population studies, is unreservedly proscriptive and does not pretend to be 'value free' far less 'value fair' in both the theories it discusses and the solutions it proposes. It clearly goes beyond the goals of merely promoting 'population literacy' that is a 'general understanding of basic demography, the effects of population change, the interaction of population issues and governmental policy, and the effects of individual behaviour on population trends'. Population Education certainly accomplishes all these goals but goes much further in its proscriptions regarding the demographic future of China. Throughout the text it rigorously promotes as the social and national ideal the concept of the One Child Family.

Most of Asia's schools had already during the 1970s introduced population education into the educational curriculum of at least the secondary if not the primary schools, the most notable exceptions for

a variety of differing reasons being North Korea, Vietnam, Laos and Kampuchea. Already Singapore, Indonesia, India, Pakistan, Bangladesh, South Korea, Malaysia, Philippines, Sri Lanka and Thailand have school programs in population education of some long standing importance. In Hong Kong educational authorities have already introduced various aspects of population studies into the school curriculum, and through the cooperative efforts of university, education department and social welfare groups some eight years ago, had available from the Hong Kong Family Planning Association what still amounts to be one of the best written and most readable of illustrated texts for secondary schools entitled Population Education: A Teachers Handbook. Chinese curriculum specialists in Beijing were not unaware of the Hong Kong produced book available in both English and Chinese editions and a model which could be fruitfully followed by most Education Ministries in Asia contemplating the production of a similar clearly written and effective text for high school application.

China has been perhaps understandably slow in the past to consider the topic of population education as suitable for inclusion in the school curriculum. However, if the recently distributed Beijing text book Population Education is at all indicative, as to what might be approved in future by the Ministry of Education in Beijing, China is clearly making up for lost time.

The triad of interrelated topics, which are to be found already in many population education courses taught in both Europe and Asia, often involve aspects of (1) population studies (including demography), (2) family life education (including birth planning information) and (3) human relations education (including sex education). The three when presented as interrelated units are sometimes referred to by UNESCO as Population, Family, Sex Education or PoFaSED education programs. Many of the recommended curriculum ingredients contained in this triad are to be found in the new Chinese text Population Education. In the preface is noted the following statement:

> 'The constitution of the PRC stipulates that the state shall encourage and enforce birth planning. The Central Committee of the CCP in its 'Open Letter to all Communists and Communist Youth League Members on Population Growth Control',

> published in September 1980, has explained the significance of the population problems and the nation's population policies and guidelines. Our people including young students, ought to understand the reasons why birth planning and planned control of population growth should be carried out in China'. 21

The book provides straightforward information on human sexual reproduction, and contraceptive knowledge, perhaps not available in quite such frank detail previously in other Chinese secondary text books. The brief and illustrated section on birth control principles is factual with no attempt made to moralise. The prevention of pregnancy is likewise discussed without reference to marriage although in China and certainly in the school context, it is tacitly understood that sexual relations should be fostered only within the bonds of marriage. The nation's population plan is described as 'an important part of the national economic plan, the national population plan formulated on the basis of census results, the 'primary population plan is the plan formulated by the peoples commune, brigade, factory, school and residents' committee according to the targets set in the national plan' and on the lowest level based on targets set for all child bearing women.[22] Middle school graduating students of 17 years of age, who would normally some three to five years later be legally eligible for marriage, are clearly given forewarning in Population Education that 'the primary population plan will be enforceable on all individuals'.[23] So teenaged youngsters are provided with a clear indication while still in secondary school, that they will soon be subject to both provincial regulations and local community initiative in encouraging them to have only a single child when they become married. Another section in Population Education discusses a topic not normally found in similarly structured text books of other Asian nations. It includes a section on the 'Significance of Eugenics', which states 'while we practice birth planning and encourage people to give birth to only one child we should pay particular attention to the improvement of our population quality through eugenic control'.[24] This section contains two graphic and somewhat unflattering sketches of what are labelled as examples of hereditary and congenital diseases, namely osteogenesis imperfecta and congenital dementia. Chinese students are warned that the new marriage law of 1980 clearly stipulates that

'marriage of collateral consanguineous relatives within three generations is expressly forbidden'. [25] Again the readers of Population Education are informed that the marriage law does not permit persons suffering from serious hereditary diseases to become married or to give birth to children. The book goes on to indicate that prenatal diagnosis is available to control the incidence of hereditary disease, and if a pregnant woman is suspected of having a hereditary disease 'amniotic fluid can be taken to determine if the foetus is diseased - if the medical test is positive the pregnancy will be terminated'. [26] The incidence of genetic malformation is often a continuing and worrying factor for health services in many rural parts of China. Hence the appropriate and pointed warnings contained in Population Education concerning eugenics and the improvement of population quality through the rigorous promotion of eugenic study and investigation.

The book, while obviously representing a major textual innovation for middle school students, is also clearly intended to be discussed and read eventually by the general public. It is written clearly and, certainly from a contemporary Chinese demographic and political point of view, unambiguously. The work is introduced by a brief exposition of Marxist population theory, and, as might be imagined, introduces the names of Marx and Engels to the reader in a positive fashion and that of Malthus in a negative light. Surprisingly of all the theorists on population mentioned in Population Education only one Chinese name is noted, and that is not of the late Chairman Mao Tsetung. Rather it is the name of Ma Yinchu, scholar, educator and economist and former President of Beijing University. Ma, in the 1950s became better known for his novel and controversial ideas contained in A New Population Theory, suggesting the need for drastic family planning to regulate runaway birth levels, which he said would continue to impoverish China is left unchecked. In 1960 Ma was dismissed from his university post and confined to obscurity until 1979 when he was officially rehabilitated and his population theories once again popularised. Ma, who died on 10 May 1982 at the age of one hundred has at last received belated recognition throughout China and especially in academic circles for his demographic studies and foresightedness. It is perhaps a fitting tribute to his memory that

Ma's name is featured prominently in Population Education and eventually millions of secondary school youngsters throughout China will be reminded of one of the most original thinkers in China's campaign against an impending population explosion.

In conclusion, as a pertinent statement of justification, it is perhaps fitting to quote from the introductory preface of Population Education, namely 'Our people, including young students, ought to understand the reasons why birth planning and planned control of population, of population growth should be carried out in China'. [27] Li Zepang, the editor of the English language Department of Peoples' Education Press in Beijing, and a senior official responsible for the book's publication has however cautiously also noted:

> The population education programme in China is still in its infancy and it lacks experience. At present population education is conducted only in ordinary schools and is not carried out in other kinds of schools. Leaders in some schools have still to realize its importance and there is much to be improved in the content and means and quality of teaching. Profitable experience from other countries will benefit population education in China tremendously. [28]

FOOTNOTES

1. For details with extensive documentation see the author's chapter 'China and Vietnam Population Policies: A Survey of Contrasting Developments'.In Gavin Jones (ed.) The Demographic Transition in Asia: Canberra: Department of Demography, A.N.U., (In press)

2. For details of China's 1982 census results see:
Stewart E. Fraser, 'China Counts 1,008,175,288 People', Intercom, Population Reference Bureau, Washington, D.C. 10:11/12,Nov/Dec. 1982, pp.3-5; and 'Some Analysis of China's Population Situation', (Population Analysis Group, Census Office, Beijing 27 October 1982) in Ren Min Ribao (Peoples' Daily) 16 November 1982, translated in Summary of World Broadcasts (SWB) BBC, Far East, W1214/A/8 December 1982.

3. For details of Vietnam's 1979 census results see:
Stewart E. Fraser, 'Vietnam's First Census', Intercom, Population Reference Bureau, Washington, D.C. 8:8, August 1980, pp.8-9 and 'Enumerations - Vietnam', Asian and Pacific Census Forum, 7:2, November 1980, p.3.

4. China's policy towards certain minorities is likely to change in the light of recent census dats showing significant population increases for all minority groups. Overall, since the last census in 1964, national minorities (of whom there are 55 officially recognised groups) have shown an increase of 68.4%, compared to a rise in the Han nationality of 43.8%. Nationalities numbered 67.2 million in 1982 with the largest of the national minorities including the Zhuang 13.3m., Hui 7.2m., Yi 5.4m., Miao 5.0m., Manchu 4.2m., Tibetan 3.8m., and Mongolian 3.4m. See New China News Agency Radio Broadcast of 28 October 1982. Translated in Summary of World Broadcasts (SWB) BBC, FE/7174/c/1, 4 November 1982.

5. See 'Population and Birth Planning in the Peoples Republic of China', Population Reports, Series J., No. 25, X:1, January/February 1982 pp. J-577-J.619 passim, especially pp.J-579-J581.

6. See Dinh Thi Can (Vice-Minister of Health DRVN) 'Mother and Child Welfare', Chapter 3, in 25 Years of Health Work: Vietnamese Studies, No. 50, 1970, pp.41-45; and Pham Ngoc Thach, '1964 Prospects for the Medical Branch in Y Hoc Thuc Hanh (Practical Medicine)No.103, Hanoi January 1964, p.2-6. Translated in Joint Publications Research Service (JPRS) Political and Sociological Information on North Vietnam, No. 73, 12 May 1964.

7. See Aspects of Population Growth in the Republic of Vietnam 1969-1990, (no authorship), pp.30, (pamphlet produced circa 1971 by Ministry of Health, Saigon; and Population Aspects in the Republic of Vietnam 1973-1974, prepared by sub-committee on Statistics, Family Health Committee, Secretariat of the National Population Council, Saigon, 1975.

8. See 'China and the One Child Family' in Studies in Family Planning, 13:6/7, June/July 1982, pp.208-221; and Stewart E. Fraser 'One's Good, Two's Enough',Far Eastern Economic Review, 117:25, July 1982, pp.18-19 and 'China Census:Population Policy for the Future', La Trobe University Bulletin, 14:12, 27 June 1983;on female infanticide see 'Save the Baby Girls', Zhong guo Qingnian Bao (China Youth Daily), 9 November 1982, translated in Short Wave Broadcasts (SWB) BBC, FE/7204/B11/1, 9 December 1982.

9. See Stewart E. Fraser, 'UN Aid to China for Population Research', The Australian, 2 September 1981, p.14.

10. See 'Regional Consultative Seminar for the Qualitative Improvement of Population Education Programmes in Asia and the Pacific' (Bangkok 11-18 October 1982). Population Education... No. 17 1 December 1972, pp.2-8.

11. Synopsis of Working Papers (mimeo) provided by Workshop Secretariat Bangkok, October 1982.

12. Nguyen Duc Minh, Vietnam:Country Report, UNESCO, Bangkok, October 1982, p.7. (Working papers, mimeo).

13. Quoted in mimeo documents provided by Dr. Nguyen Duc Minh, First Deputy Director, National Institute of Educational Science, and Head, Commission on Population Education, Ministry of Education, Hanoi, Socialist Republic of Vietnam. See also ibid. p. 9-10.

14. ibid. p.7.

15. Sun Dongtan, China:Country Report, UNESCO, Bangkok, October 1982, p.4.

16. 'Population Education - China'. Mimeographed briefing notes, provided to author by United Nations Fund for Population Activities, Beijing Office, May 1982.

17. See UNESCO Population and Family Education, Asian Regional Workshop 7 September - 7 October, 1970. Final Report, Bangkok, UNESCO Regional Office for Education in Asia, 1971, p.13.

18. Discussions by author with Professor Hu Wei Weh and staff (May/June 1982) of the Population Education and Curriculum Unit at the Beijing Institute of Education in regard to the aims, scope and context of the new courses curriculum, teaching materials and texts to be used.

19. ibid.

20. For a general description of the Population Institutes, during their year of formation, see Stewart E. Fraser, 'UN Aid to China for Population Research', The Australian, 2 September, 1981, p.14.

21. Ministry of Education, Population Education, Peoples Education Publishing House, Beijing, 1981, p.1. (Text in Chinese - unofficial English language translation courtesy of colleagues to the author at Beijing Normal University, and Beijing Institute for Education).

22. See Population Education, Chapter 9, passim.

23. ibid. p.73.

24. See Population Education, Chapter 6, Section on 'Significance of Eugenics'.

25. ibid. pp.44-45.

26. ibid. p.45.

27. ibid. p.1.

28. Li Zepeng, 'Population Education in Schools of the Peoples' Republic of China', Population Education, No. 17, December 1982, p.15.

POPULATION EDUCATION

CURRENT STATE OF DEVELOPMENT IN CHINA AND VIETNAM

(1981-1982)

Country	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
China Peoples' Republic of	a) Integration of population education into political studies, geography and physiology and hygiene in secondary schools	a) 4,945 teachers had been trained, 59 teachers training courses for population education in secondary schools had been conducted	Survey of teaching plans, curricula and textbooks to determine the effectiveness of integrating population education into physiology and hygiene during puberty	a) Building of population education collection in the Ministry of Educat and 20 pedagogical institutes and sec ondary schools
	b) Development of a physiology and hygiene textbook entitled "Lectures on Late Marriage and Family Planning"; a textbook entitled, "Lectures on Population Education" and a book entitled, "Population Education"	b) Development of a teacher training book called "Essentials of Demography" c) Development of National Source Book d) Development of a slide-tape presentation, maps and charts		b) Training of two librarians documentation and information services in population educatio in UNESCO
Vietnam, Socialist Republic of	(Still in planning stage)	a) National training of high-level officials from the Ministry of Education b) Four-week study visits of key personnel to population education programs in Asia	(Still in planning stage)	(Still in planning stage)

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